

HEAR. US. NOW.

14-17 JUNE 2022, PERTH

ABSTRACT SUBMISSION

ABSTRACT TITLE:

Drawing Breath + Slow Looking: mindful methodologies for making and responding to works of art

PRESENTATION TAKEAWAY:

Slow pedagogies create opportunities for meaningful and connected experiences that positively impact learning outcomes.

ABSTRACT CONTENT:

Drawing Breath + Slow Looking draws from contemplative studio practices to heighten our abilities to arrive, connect, see, listen and feel when creating and responding to works of art. Technology, social media, and information access are fundamentally impacting the ways children and young people acquire, attend and respond to visual information. Outcome driven, goal-directed and hierarchical systems of learning can disrupt curiosity and limit creativity. In valuing emergent, non-linear, improvisational and collaborative systems of learning Drawing Breath + Slow Looking allows for the time and space to look/feel deeply in making and responding to works of art. In working with groups of school students, we recognised the difficulty many young people have with attention, nuanced engagement and finding significant personal meaning in their encounters with art and art making practices. This recognition led to the research and development of slow pedagogies and mindful artmaking practices that support children and young people's wellbeing, as well as expanding their abilities to look/feel, recognise multiple perspectives, and engage more deeply with their experiences at the Gallery. The Drawing Breath + Slow Looking programs draw on research, hybrid combinations of mindful art making practices, visual thinking strategies, rhizomic learning pedagogies and philosophies of slowness. We draw on theorists and educators including – Maxine Greene, John Dewey, John Berger, Shari Tishman, and others.

HOW DELEGATES CAN CONTACT THE SPEAKER:

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